

THIRD GRADE

Language Arts



- Use word analysis (root words, inflections, prefixes and suffixes) to identify words.
- Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g. baseball).
- Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- Use synonyms and antonyms to define words.
- Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading.
- Read grade level material aloud with accuracy, rhythm, volume, and flow that sounds like everyday speech.
- Identify explicit main ideas.
- Activate prior knowledge to establish author's purpose.
- Continuously check and clarify for understanding (reread, read ahead, use visual and context clues) during reading.
- Recognize how authors and illustrators express their ideas in text and graphics (e.g. dialogue, characters, color).
- Use evidence from text to form questions and verify predictions.
- Make comparisons across reading selections (e.g. themes, topics, story elements).
- Differentiate between fact and opinion.
- Identify setting and elements of plot and characters' attributes.
- Classify major types of fiction and nonfiction.
- Draw conclusions from simple inferences using support from text.
- Make connections from text to text, text to self, and text to world.
- Support interpretations with evidence from the text.
- Identify author's message.
- Use appropriate prewriting strategies (e.g. drawing, web, graphic organizer) to generate and organize ideas with teacher assistance.

- Write fully developed paragraphs using proper form (topic sentence, details, summary/conclusion sentence, and a variety of sentence types).
- Write expository essays with facts, details, transitions, and description.
- Elaborate ideas through 2nd level supporting details (topic sentence, fact, detail, fact, detail, fact, detail, conclusion).
- Experiment with different forms of writing (e.g. song, poetry, recipes, diary, journal, directions).
- Demonstrate grade-appropriate use of the various parts of speech.
- Use grade-appropriate punctuation (e.g. periods, commas, apostrophes).
- Paraphrase/summarize information presented through aural media.
- Focus and present information on a single topic, using presentation techniques appropriate for the situation (eye contact, volume, rate, tone).
- Contribute relevant, appropriate information to discussions, while demonstrating respect for other participants and their ideas.
- Generate questions to gather information.
- Use text aids (e.g. table of contents, glossary, index) to locate information in a book.
- List title, author, and type of resource used in research.



Mathematics

- Read, write, order (in numerals and words), and model equivalent representations of whole numbers and their place values up to 100,000.
- Recognize and write a fraction and decimal (tenths) represented with a pictorial model and on a number line (halves).
- Solve problems involving addition and subtraction with regrouping, and money up to \$100.
- Master and apply basic multiplication facts (up to 10×10).
- Make estimates appropriate to a given situation with whole numbers.
- Describe parts of a set using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- Solve problems involving time units (e.g. hours, minutes, days).

- Use appropriate units and tools to measure length nearest inch and centimeter, time, and temperature.
- Solve problems involving simple unit conversions within the same measurement system for time (e.g. 60 minutes = 1 hour) and length (e.g. 12 inches = 1 foot).
- When given a pattern or sequence, describe, extend or determine a missing term.
- Write a single-step number sentence to solve addition and subtraction word problems involving unknown quantities.
- Identify, describe or sketch two-dimensional shapes according to their characteristics (sides and vertices).
- Identify whether or not a figure has a line (or lines) of symmetry and draw the line (or lines) of symmetry.
- Identify and describe a three-dimensional shape and recognize its two-dimensional parts.
- Identify congruent and similar figures.
- Read and interpret data represented in a pictograph, bar graph, Venn diagram, (with two circles), tally chart, or table.
- Determine the mode and range, given a set of data.

Science

- Describe how the parts of a plant work together as a system.
- Predict patterns of change in the plant life cycle.
- Identify plant adaptations and describe their functions.
- Identify forces as pushes and pulls and gravity as a pull force.
- Describe how simple machines help us do work.
- Describe the properties of light.
- Identify characteristics of the solar system.
- Identify likenesses and differences in planets and describe how these impact their orbits.
- Ask questions, make observations, conduct investigations, arrange data, and describe patterns using scientific method.
- Use tools of technology to do work and use the design process to solve problems.

Social Studies

- Comprehend how people learn and work together.
- Understand different types of communities.
- Gain knowledge about various communities, our country, its capital and government.
- Develop basic understanding of citizen actions.
- Learn about community celebrations in the U.S. and around the world.
- Use maps, atlases, and globes.

World Languages

By the end of fifth grade, students will:

- Comprehend written classroom directions, illustrated stories, gestures, and body language often used in everyday interaction in the target language.
- Follow instructions in the target language.
- Pose questions spontaneously in structured situations.
- Produce language using proper pronunciation, intonation, and inflection.
- Decode new vocabulary.
- Write on familiar topics.
- Use maps, charts, digital images, graphs, and other geographic representations to describe and discuss the countries where the target language is spoken.
- Identify products that are found in the United States' economy and are indigenous to the countries where the target language is spoken.
- Use the target language to participate in and/or describe games, dances, and sports.
- Use the target language to describe activities and characteristics of selected occupations and work places.

Physical Education/Wellness

Students will have instructional and physical activities in:

- Movement skills
- Low organized games
- Rhythmic activities
- Gymnastics and tumbling
- Basic individual sport skills
- Basic dual sport related activities
- Basic team sports
- Fitness education
- Social/emotional growth

Information Literacy Skills

See separate brochure, [Information Literacy Guidelines](#).

Health

By the end of fifth grade, students will:

- Classify major body parts and functions of the body systems.
- Compare and contrast effects of healthy/unhealthy life styles.
- Summarize the principles of good nutrition, exercise, and rest.
- Promote healthy body and self-concept.
- Implement a personal exercise/activity plan.
- Demonstrate basic procedures for responding to emergency and life safety issues.

General Music

Students will have instructional and experiential activities in:

- Interactive listening process involving music perception, cognition, analysis, and evaluation resulting in aesthetic awareness.
- Personal experiential interaction with music through singing, playing, performing, and moving.
- Creative composition/arranging for organized sound designed to express feelings.
- Spontaneous creation of original music.
- Formal/constructive elements of music theory, vocabulary, syntax, and symbolic representations of music.
- Historical, social, and cultural context for musical insight.

Fine Arts

- Recognize, identify, and demonstrate an understanding of the sensory elements and organizational principles of design as well as the expressive qualities of the visual arts.
- Recognize, identify, and demonstrate the basic use of materials and tools in order to understand how works of art are produced.
- Create individual works of visual art.
- Understand that works of art shape, reflect and play a role in societies, cultures, and civilizations, past and present.

Quality education is
best delivered through a partnership of
family, community and staff.

This brochure represents the District 112 Curriculum Frameworks providing a general overview and broad summary of the instructional program.
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North Shore School District 112
Curriculum
Highland Park and Highland

Third Grade

Mission Statement

To nurture every child as an individual; To empower every child as a learner; To inspire every child to become a contributing member of the community

Elementary Schools:

Braeside	Ravinia
Green Bay	Red Oak
Indian Trail	Sherwood
Lincoln	Wayne Thomas
Oak Terrace	

Middle Schools:

Edgewood
Elm Place
Northwood

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www.nssd112.org